

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	24	Elementary schools (includes K-8)
	12	Middle/Junior high schools
	5	High schools
	1	K-12 schools
	42	TOTAL

2. District Per Pupil Expenditure: 9501

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7			0
1			0	8			0
2			0	9	87	127	214
3			0	10	98	114	212
4			0	11	88	108	196
5			0	12	78	71	149
TOTAL STUDENTS IN THE APPLYING SCHOOL							771

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 50 % Asian
 17 % Black or African American
 22 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 11 % White
 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)].	31
(4)	Total number of students in the school as of October 1.	799
(5)	Total transferred students in row (3) divided by total students in row (4).	0.039
(6)	Amount in row (5) multiplied by 100.	3.880

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 2

Number of languages represented: 2

Specify languages:

Vietnamese

Chinese

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 387

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 2 %

Total Number of Students Served: 13

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>2</u> Orthopedic Impairment
<u> </u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>40</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>18</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>67</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	98%	98%	97%
Daily teacher attendance	96%	96%	96%	96%	97%
Teacher turnover rate	7%	8%	10%	8%	15%
Student dropout rate	0%	1%	2%	1%	0%

Please provide all explanations below.

2004-2005 Teacher turnover rate: Changes in Social Security prompted a number of teachers under the Texas Retirement System to retire or lose benefits.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	189	
Enrolled in a 4-year college or university	48	%
Enrolled in a community college	37	%
Enrolled in vocational training	0	%
Found employment	12	%
Military service	1	%
Other (travel, staying home, etc.)	1	%
Unknown	1	%
Total	100	%

PART III - SUMMARY

Carey Jean Kerr High School is a non-traditional public high school located in the Alief Independent School District in Houston, Texas. Founded in 1994, Kerr was created to provide an alternative to the traditional classroom experience and give students the freedom and responsibility to take control of their learning and develop the critical thinking, social, and academic skills necessary for success in their post secondary endeavors.

As a Title I school district, Alief serves the most ethnically diverse community of its size in the state. Virtually every culture of the modern world is represented in its 45,000 student enrollment; more than 60 languages and dialects are spoken. Approximately 800 out of the 15,000 Alief students in grades 9 through 12 attend Kerr. About 56% of Kerr's students are low-income and 25% are at-risk of dropping out of high school. Kerr's enrollment reflects diversity in ethnicity, beliefs, and culture (22% Hispanic, 16% African-American, 52% Asian, 10% white); many students are children of first-generation immigrants.

Significant milestones include

- rated exemplary by the state in 2002 and 2009;
- named a top 10 Houston-area school by education advocacy group, Children At-Risk, in 2008 and 2009;
- silver medal from *US News and World Report* in 2009 and bronze in 2008;
- Texas Business and Education Coalition Honor Roll in 2007-2009.

Kerr's physical structure, daily advisory, academic schedule, and curriculum delivery are the cornerstones that create a foundation of success and make Kerr a unique school worthy of Blue Ribbon School status.

The building is divided into four large core academic centers with three smaller elective centers, computer and science labs, and small class/seminar rooms. Each center has a large, open area with tables to seat multiple students, designated quiet areas for individual study and small group instruction, and computers located around the perimeter. Four to six teachers and a paraprofessional clerk staff each center. A variety of departmental courses are offered each period with students and teachers moving within the center depending on the day's activities. Like a one-room schoolhouse, centers and classrooms mix students of different grade and academic levels to promote collaborative study and peer tutoring.

To begin each day, students attend a 25-minute, multi-grade level advisory period. They remain in the same advisories all four years, developing strong, supportive relationships with their peers and advisors. The advisors are advocates for students; their role is to monitor students' grades, maintain contact with parents, call conferences when necessary, and provide academic and emotional support. Students and faculty cite the advisory system as one of Kerr's strengths and one of its most fundamental traditions.

Students take four 90-minute classes each term following an accelerated block schedule. Courses are offered in a self-directed learning environment where students choose when and how to work on their assignments; they may spend additional time on a project that requires more of their effort, or they may work quickly to complete a course ahead of schedule. During a class period, students have the flexibility to work on assignments from another course or go to another center.

Curriculum is delivered through Personal Activity Kits (PAKs), printed or electronic documents listing objectives, resources, assignments and activities for each unit of study. PAKs provide for individualized learning, collaboration, and the application of content. Small group seminars are also given periodically by teachers and students to supplement the PAKs. Teachers address essential content and specific learning needs

of students, and students present individual and small group projects during these seminars. This system prepares students for the transition to post-secondary education not only academically but also through the emphasis on time-management, prioritization of tasks, effective use of resources, communication skills, and peer collaboration. Success of Kerr's non-traditional approach is evidenced by an 85% college enrollment rate after high school graduation and a 97% college retention rate after the first collegiate year.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Kerr's accountability data comes primarily from the Accountability Excellence Indicator System (AEIS), which incorporates information from the Texas Assessment of Knowledge and Skills (TAKS), student attendance, and high school completion rates. TAKS is administered to students on the campus in grades 9, 10 and 11. Ninth graders are assessed in reading and math; 10th and 11th graders are assessed in English language arts, math, science and social studies. Federal accountability for Acceptable Yearly Progress is taken from the 10th grade TAKS data. Students must pass all four parts of the 11th grade exit level TAKS in order to graduate. Kerr has never failed to meet AYP.

The most significant gain reflected in the TAKS data over the last five years is Kerr's increase in passing rates. In 2004-2005, the school rated academically acceptable with 70% of all students passing all tests. In 2009, Kerr earned the rating of exemplary in the state's accountability system. In order to achieve that rating, 90 percent of all students and all sub-populations tracked by the state (African-American, Hispanic, White, and Economically Disadvantaged) must have achieved mastery in each of the subjects tested. For Kerr, that required a campus-wide effort to increase scores on the math and science tests, particularly for 10th graders and the Hispanic and African-American sub-populations.

Another significant gain, during the same period, occurred in the state's Gold Performance Acknowledgement (GPA) rating, a system that measures more advanced indicators based on AP results, commended TAKS performance, college-ready standards, SAT results, and recommended/distinguished high school programs. In 2004-2005, 5 of the 15 indicators were noted for acknowledgement. Kerr received acknowledgement in 11 indicators in 2008-2009.

For the past five years, reading and English language arts mastery levels have been above 90 percent. On the math assessment, double-digit gains have been made in 9th and 10th grade. Gains are seen in the exit level math test with 99% of the students mastering TAKS in 2008-9. During the same period, almost 100% of students achieved mastery on the social studies assessment.

Test data shows a large percentage of Kerr students achieve the commended level on the 9th grade TAKS assessments, but the percentage of commended students drops in each cohort on the 10th grade assessment. This can be explained, in part, by the fact that sophomores are assessed on four tests, rather than two, and that the 10th grade ELA test includes longer essay answers than the 9th grade test. By the time students take the exit level TAKS in 11th grade, they have equaled or surpassed the 9th grade commended level.

In the last five years, the campus has seen significant gains in the commended rates for both the math and language arts assessments. In 2004-2005, the rate of economically disadvantaged students who scored commended in math was 17%; in 2008-2009, the rate was 44%. All other subgroups increased an average of 20%. On the reading assessment, the commended rate for economically disadvantaged students increased from 14% to 49% in the same period. All other subgroup rates increased 20-30%.

Kerr's small population means that one or two students may have a significant impact on the statistics for each subgroup or grade level. The relatively consistent achievement levels on the TAKS assessment are a result of a focus on individual performance rather than that of the subgroup.

<http://ritter.tea.state.tx.us>

2. Using Assessment Results:

Faculty and staff use data from a variety of sources to improve student performance. TAKS data is used primarily to target students in need of remediation in content areas; for example, students are individually counseled in the language arts department, while the math department conducts after-school tutorials and pullouts into small groups during the school day. The goal is to make each student aware of his or her strengths and weaknesses on the tests and provide resources and support to increase individual scores.

Advanced Placement test data from the College Board has been used to strengthen AP course offerings. AP teachers in each department review data and identify areas for improvement and adapt curriculum accordingly. Since 2008, all 10th and 11th graders take the Preliminary Scholastic Aptitude Test; the resulting data is used to prepare students for the Scholastic Aptitude Test. In addition, the College Board uses PSAT to identify students with AP potential (a reasonable probability of scoring a 3 or higher on AP tests). Staff members use this data to guide students towards taking AP courses in their areas of strength.

The Shared Decision-making Committee (SDC), a group composed of staff, administration, parents, community members and students, uses assessment data to create a Campus Action Plan (CAP) which outlines strategies used to enhance student achievement. The SDC assesses the CAP throughout the year and modifies it when necessary.

In 2009-10, the campus began analyzing student passing rates in each grading period, divided by course, department and grade level. This information has been useful in identifying successes and areas of concern within departments; faculty members will be using further data this year to strategize adjustments to the curriculum.

3. Communicating Assessment Results:

Kerr communicates assessment results with its stakeholders in a variety of ways. Parents receive progress reports after the third and sixth weeks of each term, and report cards after the ninth week. In addition, parents can register with the district's information systems department to receive grade reports via email twice each week, or to access the district's grade reporting system (e-School Plus) at any time. Parents also receive grade information through their students' advisors; when necessary, parent conferences allow the students, parents, advisors and classroom teachers to meet and discuss concerns and issues impacting student performance.

Students receive feedback on their assignments in a variety of ways, including progress reports, printouts from teachers' electronic grade books, grade slips (which document assessment results on individual assignments), email, and individual and group conferences with teachers. Students are expected to take the initiative to track their own grades and address areas of concern; advisory teachers provide support in monitoring grades.

TAKS and other assessment results are presented to the community in several ways. Each spring, Kerr's staff conducts a public hearing during parent open house to present the campus assessment results. State accountability ratings and the campus report card are sent home to parents by the district and publicized in the area newspaper, the *Houston Chronicle*. Information on TAKS scores is also available on the district website.

Parents also receive their individual students' TAKS and PSAT scores, and the counselors' office provides information for understanding those scores. Other assessment results are communicated to parents via the campus website, a school newsletter mailed quarterly, and the district newsletter, the *Alief Communicator*.

4. Sharing Success:

Kerr has always had an open-door policy for representatives from other schools, both within and outside the district, who are interested in learning more about its unique system. Visitors are encouraged to tour the

campus, examine PAKs and student projects, and observe center activities; parents considering Kerr for their children are invited to tour the campus before completing the application. Kerr also shares its PAKs and curriculum upon request.

In 2005, Kerr renewed its accreditation through the Southern Association of Colleges and Schools. This experience gave the campus the opportunity to re-examine its mission and goals and to present its system to the visiting accreditation team.

In 2008, Kerr participated in the Houston A+ Challenge, a non-profit organization supporting public school reform. The Challenge gave Kerr representatives the opportunity to meet with representatives from area schools facing some of the same problems and goals, and to visit other campuses to see how they were working to enhance student achievement. Kerr was able to showcase some of its unique solutions as well as to gather ideas and strategies that could be adapted to its needs.

Kerr staff is eager to develop programs others can emulate. The PE department has created a personal fitness curriculum that is a model for physical education. Kerr has piloted the use of eChalk, a web-based communication/collaboration program, as well as a distance-learning lab for the school district.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Kerr's curriculum was developed by its faculty and adapted frequently during the 16 years of the school's existence. Curriculum is based on Texas Essential Knowledge and Skills standards, Advanced Placement standards (for AP and pre-AP courses), and district scope and sequence guidelines. All courses are packaged as independent study materials. PAKs include a wide variety of activities: reading books and articles, using audio-visual materials and technology, completing written and computer assignments, conducting laboratory experiments, demonstrating skills, and giving performances. Teachers are available to meet with individuals who want assistance with a PAK activity. This one-on-one consultation is a powerful teaching tool and only one of a variety of educational options. The PAKs direct students to work as teams, attend seminars (lectures), and prepare large group presentations which provide opportunities for teacher-directed and group learning.

Language arts department offerings include regular and pre-AP English I and II, regular and AP English III and IV, creative writing and journalism. Emphasis is on research-driven, student-centered activities as well as grammar and both classic and modern literature. Students learn to take Cornell Notes for seminars, summary writing, and study. Writing workshops strengthen communication skills. Peer editing and collaboration involve students in all stages of the writing process. All students complete summer and outside reading assignments. Most read near grade level when they enter Kerr, so the focus is on strengthening thinking, reasoning and writing skills.

The math department offers regular and AP courses from Algebra I through Calculus and Statistics. Students are required to complete four credits within the aligned sequence. The instructional program integrates calculator, computer, reading, writing, and critical thinking skills. Online resources such as Study Island and Class Zone supplement on-campus seminars. Pullouts allow teachers to work with small groups in need of extra instruction and reinforcement.

The science curriculum is lab-based; virtual, hands-on, and field study activities allow students to inquire and explore topics in biology, chemistry, physics, astronomy, aquatic science, medical microbiology, and environmental science at regular and AP levels. The department's focus is on creating holistic connections between content areas. Direct exploration is supplemented with online resources and "science teacher on demand," a series of instructional videos produced by faculty. Online access to all materials is available to students.

The social studies curriculum is rigorous with an emphasis on writing, research, and critical thinking skills developed through self-study, collaboration, performance tasks, simulation activities, and one-on-one instruction. Course offerings include regular, pre-AP and AP classes.

Foreign language offerings include regular and AP courses in French and Spanish. All students earn a minimum of two foreign language credits. Curriculum is based on Texas's 5Cs: Communication, Connections, Cultures, Communities and Comparisons. Instruction is delivered through multi-modal activities. Audio CDs, board games, presentations, and one-on-one conversations with teachers allow students to practice their target language.

Personal fitness classes provide physical education credit rather than competitive team sports. The PE department exemplifies the school's approach to education; students develop personal fitness goals, learn use of equipment, and choose individual or small-group activities to reach their fitness goals. Older students mentor younger ones, teaching center rules and assisting in workouts.

The visual/ performing arts department includes band, orchestra, choir, hand bells, theatre, speech and debate, art, sculpture, printmaking, e-media, and AP portfolios. Over 80 percent of students are involved in visual or performing arts. Each group participates in four or more competitions and performances yearly. Instruction is delivered through a variety of methods, including teacher and peer critique, observation, modeling, and web-based instruction. The work is highly academic and performance-based, including research projects in conjunction with theatre performances, journaling in art classes, and performances of Master Works and college-level repertoire. Students incorporate skills from multiple academic areas into performances and productions.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

The English language curriculum is aligned with the Texas College and Career Readiness Standards. The instruction focuses on college preparation skills such as building a strong foundation in grammar, expository writing, and research as well as vocabulary development and literary analysis. Because of the PAK system, reading is integral to the instruction in all departments. Through vertical teaming, instruction is designed so that rigor increases annually for each student. All students use tools such as Cornell Notes and close reading strategies (annotating, highlighting) to guide their instruction in English as well as their other courses.

Struggling readers have numerous opportunities to read for practical purposes such as understanding and following directions; they also revise responses as part of both the reading and writing processes. Students at risk of not meeting state standards receive special tutoring and individualized instruction.

Each unit of study requires students to make relevant connections between instructional material and both their personal and academic lives. The department makes a concerted effort to ensure that the instruction reflects real-world applications by communicating with Kerr alumni, college professors, and employers. At times, students interact with their community as part of their research, so they can see the connection between academia and citizenship.

Technology and multi-media initiatives include blogging, online learning, and social networking. Students often create films, dramatic performances, songs, and/or slide shows as part of group projects. The state competency test (currently TAKS) is just one of the ways students are assessed. Therefore, while the instruction is aligned with TAKS, the focus is more on reading and writing exercises that require extensive analysis, synthesis, and evaluation.

3. Additional Curriculum Area:

The social studies department exemplifies Kerr's mission and approach to instruction, integrating knowledge and skills from multiple disciplines. The curriculum and project-based assessment is rigorous with an emphasis on research, critical thinking, and writing, .

Strategies are modeled after the History Alive! program, emphasizing primary resources, hands-on explorations and real-world applications. Summative performance tasks progressively develop the problem-solving skills necessary for success in post-secondary education. The curriculum allows students to choose the type of project they will complete to meet the requirements of each unit of study based on their individual modalities.

Balancing the core courses are the Pre-Advanced Placement and Advanced Placement courses that introduce students to learning at the university level while allowing them to earn university credit. The Pre-AP and AP courses require the analysis of data and/or primary sources and teach students to think and write as historians, political scientists, economists, and psychologists. The department has seen significant gains in enrollment in Pre-AP and AP classes in the past five years, and the faculty has worked to align the curriculum throughout

the course sequence to prepare students for the AP tests.

Students guide their learning through self-study, collaborative learning (student/student and student/teacher), Internet-based research, Power Points, performance tasks, and simulations. Instructors collaboratively lead seminars to preview new units of study, teach new concepts and/or skills, and prepare students before beginning a performance task.

World Geography and World History are offered to freshmen and sophomores; students may choose corresponding Pre-AP courses. Juniors choose US History or AP US History, and seniors Government or AP Government and Economics or AP Macro Economics. Electives offered include AP Psychology, AP Human Geography, AP European History, sociology and psychology.

4. Instructional Methods:

Differentiated instruction is imbedded in the independent study materials created for each curriculum area. PAKs offer a choice of activities meeting the needs of multiple types of learners including reading books and articles, using audio-visual materials and technology, completing written and computer assignments, conducting experiments, demonstrating skills, and giving performances. PAKs are modified based on individual student ability and need.

Kerr's instructional framework helps to ensure differentiation. Teachers offer individual conferences, informal discussions, and group seminars while all center teachers are available to students as instructional resources. Centers offer students a variety of work environment options, including individual, small group, or large seminar; students may also work in a "quiet area" within the center. They choose the environment that best suits their learning styles and the assignment demands.

Students with disabilities are identified through the Admission, Review and Dismissal (ARD) process. Individual education plans (IEPs) are developed and followed by staff members; the special education teacher provides support to students and teachers within the classroom setting. Accommodations are also provided to students receiving 504 services. Limited English Proficient (LEP) students are generally exited from the program before coming to Kerr. The Language Proficiency Assessment Committee (LPAC) monitors these students.

Gifted and Talented students (25% of enrollment) and those identified with AP potential are encouraged to participate in advanced placement courses. These courses provide the major pathway for instructing GT students. AP and Pre-AP courses include English I-IV, Algebra I & II, Geometry, Calculus, Statistics, World Geography, World & US History, Government, Macro Economics, European History, Psychology, Human Geography, Biology, Chemistry, Physics, Environmental Science, Art, Music Theory, Computer Science, French III – V, and Spanish III, IV, VI.

5. Professional Development:

Professional development is an important focus in the Alief Independent School District; teachers' contracts include two days for individual professional development during the summer or the school year. Campus staff development is based on student achievement data, district initiatives, campus needs, and teacher requests.

District-wide training has focused on vertically aligning curriculum across grade levels. Departments have rewritten curriculum to align it within and across grade levels. Through the Annenberg Foundation, a core group of teachers received Rigor and Relevance training. After training in the fall of 2007, departments analyzed curriculum and modified student PAKs focusing on the rigor and relevance of student work. One example of the success of our staff development program is the combination of vertical alignment with rigor

and relevance. After two years of focusing on it, Kerr students earned an exemplary rating on the state assessment.

A majority of our faculty is GT certified. Teachers attend advance placement workshops every other year to maintain their proficiency and implement new strategies. These strategies are applied in all courses to increase the rigor and relevance of all instruction as well as raise AP test scores.

Because Kerr is transitioning to new leadership (three principals in five years), as well as having added new staff, staff development time has been allocated to the process of re-examining the purpose, values, and unique instructional methods that are Kerr's foundation. Alumni participated in a panel discussion identifying Kerr's strengths and weaknesses; original staff members returned to campus to reflect on the ideas, values and experiences that were the foundation for the school. To maintain the successful non-traditional approach to learning and to provide consistency in policies, processes, and priorities, an understanding of Kerr's foundation created a common, coherent focus for both the staff and administration.

6. School Leadership:

A Kerr belief is that achievement is attained through responsibility. The small size of the school allows for many leadership opportunities and shared responsibility. Leadership at Kerr begins with the principal and assistant principal who ensure policies, processes and priorities are consistent with the Kerr mission, values and goals.

The administration meets on a monthly basis with a leadership team of department chairs and counselors to discuss district initiatives, campus curriculum and instructional issues, campus data, and to share information. Department chairs share this information and lead instructional discussions about curriculum and data. The intimate size of the departments allows for shared responsibility among the members for improving student achievement.

Kerr's Shared Decision-making Committee (SDC) is an active part of the leadership structure. This committee of staff, parents, students, and community members develops the Campus Action Plan (CAP), sets goals and priorities for the campus, and reviews campus data to monitor Kerr's progress. The focus is to ensure that Kerr's purpose of preparing students for post-secondary education is reflected in the school's goals, programs and resources, and met through student achievement results.

Students are an integral part of the leadership structure. A student represents Kerr on the district Education Improvement Committee; Student Council and National Honor Society presidents are actively involved in the SDC. Students also serve with staff and administration on committees addressing campus policies and Safe School initiatives. Monthly, student club and organization members meet with the administration offering suggestions and providing feedback on campus issues. Elected class officers work closely with staff sponsors to plan and implement class activities and events.

By sharing the responsibility for achieving Kerr's mission and goals, staff members and students join the administration as an integral part of Kerr's leadership structure.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: TAKS

Edition/Publication Year: 2004-2009

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met standards	94	92	88	87	78
Commended	31	34	25	18	16
Number of students tested	213	185	203	194	214
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met standards	93	91	80	87	69
Commended	31	28	20	12	10
Number of students tested	85	78	75	76	84
2. African American Students					
Met standards	83	90	83	86	65
Commended	26	17	19	4	10
Number of students tested	35	30	36	24	31
3. Hispanic or Latino Students					
Met standards	93	88	83	80	59
Commended	17	23	17	15	7
Number of students tested	42	43	42	55	42
4. Special Education Students					
Met standards					
Commended					
Number of students tested					
5. Limited English Proficient Students					
Met standards					
Commended					
Number of students tested					
6. Largest Other Subgroup					
Met standards	99	96	90	92	86
Commended	41	44	36	27	21
Number of students tested	114	85	102	89	12

Notes:

Largest other subgroup not listed is Asian. 2006-2007: The school scores for commended rate were not available from the state for the subgroup white, so no total is available.

Subject: Reading
Edition/Publication Year: 2004-2009

Grade: 10 Test: TAKS
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met standards	100	99	97	97	78
Commended	39	44	25	25	20
Number of students tested	212	184	204	195	213
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met standards	100	99	97	97	78
Commended	44	38	21	18	5
Number of students tested	85	77	75	77	83
2. African American Students					
Met standards	100	100	97	100	77
Commended	58	55	22	12	7
Number of students tested	35	29	36	25	30
3. Hispanic or Latino Students					
Met standards	100	100	98	98	78
Commended	21	40	21	27	3
Number of students tested	42	43	42	55	42
4. Special Education Students					
Met standards					
Commended					
Number of students tested					
5. Limited English Proficient Students					
Met standards					
Commended					
Number of students tested					
6. Largest Other Subgroup					
Met standards	99	96	90	92	86
Commended	43	45	28	26	5
Number of students tested	113	85	103	89	112

Notes:

The 2004-2005 Commended rates were not available from the state for the 10th grade Hispanic population.

Largest other subgroup not listed is Asian.

Subject: Mathematics
Edition/Publication Year: 2004-2009

Grade: 11 Test: TAKS
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met standards	99	95	96	92	91
Commended	61	46	36	34	24
Number of students tested	144	183	157	173	135
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met standards	98	90	93	87	83
Commended	56	40	38	17	20
Number of students tested	61	62	53	49	46
2. African American Students					
Met standards	100	91	93	83	85
Commended	41	33	7	17	25
Number of students tested	17	33	15	23	20
3. Hispanic or Latino Students					
Met standards	100	95	88	90	83
Commended	42	32	27	17	10
Number of students tested	33	37	41	30	30
4. Special Education Students					
Met standards					
Commended					
Number of students tested					
5. Limited English Proficient Students					
Met standards					
Commended					
Number of students tested					
6. Largest Other Subgroup					
Met standards	100	100	97	100	96
Commended	75	58	45	42	29
Number of students tested	72	98	78	95	65

Notes:

Largest other subgroup not listed is Asian.

Subject: Reading
Edition/Publication Year: 2004-2009

Grade: 11 Test: TAKS
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met standards	100	100	98	96	100
Commended	73	51	52	29	31
Number of students tested	143	183	159	173	135
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met standards	100	100	100	96	96
Commended	73	37	39	27	30
Number of students tested	60	62	54	49	46
2. African American Students					
Met standards	100	100	100	100	95
Commended	71	58	47	35	25
Number of students tested	17	33	15	23	20
3. Hispanic or Latino Students					
Met standards	100	100	97	95	90
Commended	64	51	43	10	33
Number of students tested	33	37	42	30	30
4. Special Education Students					
Met standards					
Commended					
Number of students tested					
5. Limited English Proficient Students					
Met standards					
Commended					
Number of students tested					
6. Largest Other Subgroup					
Met standards	100	100	100	98	98
Commended	78	46	54	36	34
Number of students tested	71	98	79	95	65

Notes:

Largest other subgroup not listed is Asian.

Subject: Mathematics
Edition/Publication Year: 204-2009

Grade: 9 Test: TAKS
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met standards	95	92	90	88	81
Commended	49	42	36	24	28
Number of students tested	228	227	210	236	226
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met standards	97	88	88	83	80
Commended	47	40	28	17	23
Number of students tested	106	97	92	104	111
2. African American Students					
Met standards	97	83	93	78	88
Commended	37	30	15	8	10
Number of students tested	35	40	40	46	30
3. Hispanic or Latino Students					
Met standards	93	89	80	77	73
Commended	39	25	17	12	19
Number of students tested	57	44	46	51	64
4. Special Education Students					
Met standards					
Commended					
Number of students tested					
5. Limited English Proficient Students					
Met standards					
Commended					
Number of students tested					
6. Largest Other Subgroup					
Met standards	97	97	92	91	87
Commended	56	60	52	37	41
Number of students tested	114	114	93	112	97

Notes:

Largest other subgroup not listed is Asian.

Subject: Reading Grade: 9 Test: Texas Assessment of Knowledge and Skills-TAKS
Edition/Publication Year: TEA Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met standards	98	100	98	100	95
Commended	41	71	57	40	23
Number of students tested	229	227	209	238	224
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met standards	97	100	98	100	94
Commended	40	71	55	37	16
Number of students tested	107	97	92	105	109
2. African American Students					
Met standards	100	100	98	100	97
Commended	40	74	44	33	20
Number of students tested	35	39	41	46	30
3. Hispanic or Latino Students					
Met standards	100	100	98	100	92
Commended	33	66	57	40	20
Number of students tested	58	44	46	53	63
4. Special Education Students					
Met standards					
Commended					
Number of students tested					
5. Limited English Proficient Students					
Met standards					
Commended					
Number of students tested					
6. Largest Other Subgroup					
Met standards	98	99	98	100	96
Commended	45	74	63	45	24
Number of students tested	114	115	91	112	97

Notes:

Largest Other Subgroup Not Listed is Asian